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ABSTRACT

Information on aspects of social studies teachers' racial attitudes, knowledges, and skill in implementing relevant ethnic-racial activities in the classroom are presented. Major research studies that have examined teacher attitudes toward black and other minority group children are discussed along with information on programs that have attempted to improve teachers' cognitive-perceptual orientation to minority group children. In addition, a description of the program treatment used in this study is presented. The major findings of this study show that: 1) teacher education students hold many of the same ethnic-racial stereotypes held by the general white population; and 2) specifically designed preservice courses of study dealing with teaching disadvantaged children can provide student gains in information about minority groups and initiate racial attitude changes. The paper concludes with general recommendations and plans for future study. (FDI)

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DEVELOPMENT OF POSITIVE RACIAL ATTITUDES, KNOWLEDGES, AND ACTIVITIES IN PRE-SERVICE SOCIAL STUDIES TEACHERS

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Overview of Paper. This paper will present information on aspects of social studies teachers' racial attitudes, knowledges, and skill in implementing relevant ethnic-racial activities in the classroom. A brief review of the major research studies that have examined teacher attitudes toward black and other minority group children will be presented; as well as information on programs that have attempted to improve teachers cognitive-perceptual orientation to minority group children. In addition a description of the program treatment used in this study will be presented; an explanation of evaluation procedures will be included and the major findings of the study presented. Finally the implications of the findings of this study for the preparation of social studies teachers will be put forth as well as some alternative models depicted for implementation in teacher training programs.

Review of Research. Most of the programs and research have focused on attempts to change pre-service teachers perceptual orientation toward teaching in schools composed primarily of culturally different children. One particular study provided teacher trainees with tutorial experiences in inner city schools. Follow up interviews indicated the pre-service teachers did become more sensitive to the culturally different child.[1]

A study which dealt with in-service training for teachers of disadvantaged children found that long term continuous in-service sessions can effect surface changes in how teachers approach their children.[2] Various studies describe in narrative fashion the structure, implementation, and effects of specially designed programs for training teachers of culturally different children.[3]

There are also descriptions of in-service and pre-service teacher education programs which aim to effect teacher behavior on the intellectual,

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[1]Judson A. Harmon, and Robert Ingle, "A comparison of attitude changes by education juniors after tutoring in urban and suburban secondary schools," Educational Leadership XXVIII (November, 1970), 181-207.

[2]James C. Stone, Teacher For The Disadvantaged (San Francisco, California Jossey Bass, Inc., 1969), see chapters four, five, and six.

[3]Kathryn Maddox and Joseph Flaherty, "Appalachia Develops Unique Approach To Teacher Education," The Journal of Teacher Education XXII (Summer, 1971), 186-188.

social, and psychological levels as they relate to helping them better communicate with children of minority groups. Dobson, Hawkins, and Bowman describe their program of a human relations laboratory in which they involved students in sensitivity training.[4] Cuban portrays the cognitive operations model he used in helping teachers in inner-city schools develop a better understanding of the intellectual potential of culturally different children.[5] Leacock examines the social preparation of teachers of minority group children and presents a value development model for helping teachers deal with the value differences they may have with minority group children.[6]

Most of these programs (described above) focus on involving pre-and-in-service teachers in classroom and community situations which involve them with culturally different children and adults. However such involvement into the minority group life situation is usually too brief to alter already deeply held beliefs and perceptions about culturally different groups.

That deeply held ethnic-racial attitudes are difficult to change has been recognized and substantiated by various social and psychological research studies. Rice and White noticed, in their study of racial attitudes of white female college students toward black female college students, that surface feedback from participants did not correspond with actual behaviors in simulated game situations. White females who verbally expressed liberal racial attitudes exhibited subtle racist behaviors when matched with negro female participants in the game sessions.[7]

Thus studies like Mazer's which seem to indicate that education students attitudes toward culturally different children are changed by experiential contact with the children must be read with caution as inventory responses are not always reliable indicators of more subtle behavior patterns.[8] The survey study by Wiles would confirm the position that at the abstract level inner-city teachers do appear liberal but in the concrete situations of day to day racial contact they often behave in subtle negative ways toward minority group children.[9]

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[4]Dobson, Hawkins, and Bowman, "The Effect of Intensive Human Relations Laboratory Experiences Upon Student Teacher Perception and Treatment of Behavioral Problems of School Children," Educational Leadership XVIX (November, 1971), 159-164.

[5]Larry Cuban, To Make A Difference: Teaching In The Inner City (New York: The Free Press, 1970), see especially chapters two and six.

[6]Eleanor Burke Leacock, Teaching and Learning In City Schools (New York: Basic Books, Inc., 1969), see chapters two and eight.

[7]Rice and White, "Effects of Education on Prejudice As Measured By A Game Situation," Psychological Record XIV (1964), 341-348.

[8]Gilbert Mazer, "Attitude And Personality Change of Student Teachers of Disadvantaged Youth," The Journal of Educational Research LXXIII (November, 1969), 116-120.

[9]D.K. Wiles, "Racial Attitudes of Inner-City Teachers," Urban Education VI (July, 1971), 273-278.

Additional studies which cite some surface level improvement in the racial attitudes of pre-and-in-service teachers toward minority group children are briefly described as follows. A study by Leslie, Lewin, and Wampler found job satisfaction to be the main outcome of pre-and-post service training with disadvantaged children by students.[10] Studies by Ryan and Antes cite increased sensitivity of teachers to the needs of minority group children to be the main result of experienced based training programs for teachers of culturally different children.[11]

A longitudinal effort to improve the quality of instruction in urban schools has been carried on by the Mid-Continental Regional Educational Laboratory since 1962. A part of McRel's effort included the Cooperative Urban Teacher Education Project which contains pre-service and in-service training for teachers of minority group cultures. The project provided contact experiences for the pre-service teachers as well as support for the in-service teachers thus giving continuity to the entire urban teaching experience.

A rather unique aspect of Project CUTE was the available psychological consultant services for helping pre-and-in-service teachers deal with the special frustrations they may confront when dealing with children of a divergent cultural context. The project seems successful from test data results as well as interview feedback from participants in the project.[12]

The joining of pre-and-in-service training into a contiguous effort to improve teacher attitudes and behaviors toward minority group children is definitely a move in the direction of involving teachers in continuous analysis of their behaviors toward the children they teach.

The Temple University Intern Teaching Program, for example, does attempt to follow through the pre-service training with in-service help for teachers in gaining a secure grasp of the problems often confronted in the real world of the inner city classroom.[13] Likewise an experiential based training program for outward bound teachers stressed community involvement activities, use of concrete learning materials in the classroom, and home contacts to follow through on classroom learning experiences. Participants in this training program exclaimed they became more open, sensitive, and empathetic to the needs of their students as a result of being involved in the experiential training program.[14]

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[10]Larry Leslie, Joel Levin, and David Wampler, "The Effect of Pre-Service Experience With The Disadvantaged On First Year Teachers in Disadvantaged Schools," Education and Urban Society, III (August, 1971), 398-414.

[11]Charles W. Ryan, " tudent Teaching In Job Corps Centers, " Journal of Teacher Education, XXI (Winter, 1970), 540-543., John Antes, "Studying Human Ecology: Teacher Education And The Culturally Diverse," Childhood Education, XXXXVIII (January, 1972), 182-186.

[12]Mid-Continent Regional Educational Laboratory, Innovation in the Inner City (Kanaas City, Missouri: McRel, 1969), p. 12.

[13]The Intern Teaching Program For College Graduates (Philadelphia, Pennsylvania: Temple University:College of Education, 1968), p. 9.

[14]Experiental Training of Teachers: Director's Report Outward Bound (Washington, D.C.: Department of Health, Education, Welfare, 1969), p. 10.

Swick conducted his doctoral study on a specially designed urban teacher training program operated under the auspices of the University of Connecticut. The program was based upon the idea that the racial attitudes of pre-service teachers could best be changed by involving them in the total school-community context; including classroom activities, after school sessions with children and parents, and attendance at community meetings. Indeed the pre-service teachers showed significant personality and racial inventories. The problem of regression to previous attitudinal sets following program involvement was cited as a major drawback to isolated pre-service training programs. Swick recommended that in-service programs be initiated (such as Temple University developed) to provide continuous growth experiences for all teachers--especially those involved with culturally different children.[15]

Ross and Swick further studied this same urban teaching training program from a variety of perspectives; testing the pre-service teachers on attitudes toward the children, curriculum materials, administrative arrangement, and community perspectives. Their research findings (conducted over a two year period) indicated that (at least at the surface level) student teachers gained improved perspectives and increased capabilities in relation to teaching culturally different children.[16]

More recently Swick extended his study further by conducting research on the effect of specially designed courses of study dealing with the culturally different child on the perceptual orientation of teacher education students. In an analysis of the post treatment interview results he found that increased information about minority groups was the major effect of such courses of study. No significant attitude changes were found among the student population in these courses.[17]

The thrust of all the programs reviewed and described have been oriented toward improving the racial attitudes and behaviors of teachers toward minority group children. Indeed all of the programs claim some success in improving teachers attitudinal sets and behavior patterns toward minority group children; yet few of the programs present any concrete evidence of having a long term effect on the racial perceptions of teachers toward minority group children.

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[15]Kevin Swick, An Investigation of an Experimental Urban Teacher Preparation Program: Implications For Teacher Preparation. Doctoral Dissertation (Ann Arbor, Michigan: Microfilm Inc., 1970), pp. 99-103.

[16]Colvin Ross and Kevin Swick, "An Explanatory Study in the Development of Positive Changes in Student-Teacher Attitudes Toward Inner-City Teaching," Education and Urban Society, II (November, 1969), 112-119.; Also see: Ross and Swick, "Success In The Inner-City: A Three Factor Analysis of the Impact of an Experimental Inner-City Training Program on Student-Teachers," The Journal of Negro Education, XLI (Winter, 1972), 12-16.

[17]Kevin Swick, "Challenging the Perceptual and Behavioral Patterns of Pre-Service Teachers Toward Disadvantaged Children," Unpublished manuscript available from the author at the Department of Elementary Education, Southern Illinois University, Carbondale, Illinois. (Has recently been accepted for publication in The Negro Educational Review).

Thus a most recent study by Allen on the racial attitudes of white teacher education students at a large southeastern university is not surprising in its findings. In his study Allen describes the state of white pre-service teachers attitudinal composite toward black children. Indeed that composite is similar to the white populations attitudes towards black people in general. Allen summarized his four main findings as follows:

(1) White pre-service teachers do not believe in the general abstract notion that Blacks are inherently unequal; yet they subscribe to much of the degrading mythology extent in the mainstream culture about Black Americans and believe that the stereotype of the Black as somehow inferior and socially backward is accurate.

(2) White pre-service teachers willingly accept Blacks in status-superior relationships, and appear amicable toward associating with Blacks in group situations, but on a more intimate plane involving dancing together, dating, and marriage they are decisively negative.

(3) White pre-service teachers are favorably disposed toward the long range goal of integration, or at least are not willing to continue segregation forever, yet they oppose immediate integration in education and support a gradualistic approach to achieve this objective.

(4) White pre-service teachers are equivocal with respect to societal efforts to bring about conditions which would insure Blacks equal access to institutional participation, and are ambivalent about whether the private right to discriminate against Blacks supercede the public responsibility to eliminate barriers which exclude Blacks from non-public facilities and accommodations.[18]

In an analysis of these findings Allen aptly notes that the pre-service teachers in his sample were not dissimilar in their attitudes towards Black children than the general population in white America.[19] He points out that some type of informational and positive emotional input is necessary if pre-service teachers are to gain improved attitudes toward Black children. Such input must be initiated through a total commitment, by teacher education institutions, to an integrated society; a society where race is not a criterion for success.

The research to this time has generally been of a descriptive nature with the exception of the Allen, Ross and Swick, McRel, and Temple University studies. The descriptive studies have pointed up the significance of the problem; noting surface indications that special programs can effect some improvement in teacher

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[18]B. J. Allen, Jr., "The Racial Attitudes of White Pre-Service Teachers," Unpublished manuscript available from author at Florida State University, Tallahassee, Florida, p. 10.

[19]Allen compared his findings to those of Mildred Schwartz who conducted the study on the general white population. See: Mildred Schwartz, Trend In White Attitudes Toward Negroes (Chicago: National Opinion Research Center, University of Chicago, 1967), p. 32.

attitudes toward culturally different children. The more detailed studies indicate the problem is more complex than often thought and that indeed teachers in training need more preparation in the utilization of the behavioral sciences; and that longitudinal efforts to improve the racial attitudes of teachers is needed if deeply held belief systems are to be changed.

The present study is an extension of the research conducted on improving teachers' perceptions and knowledges about minority group children. This study focuses on the potential values of courses of study dealing with teaching disadvantaged children. More specifically this study asks the questions: Can such courses of study improve the ethnic-racial attitudes of teacher education students? Do such courses of study provide education students with increased information on minority group children?

Description of the Course of Study Dealing with Teaching the Disadvantaged Child. The course of study entitled: Teaching The Disadvantaged Child has four components. Each component is designed to provide students with a basis for increased competence in relating to culturally different and/or socio-economically disadvantaged children in the classroom and community. These four components are: information component, practicum component, values component, and seminar component. Each component is described in some detail in the following paragraphs.

Information Component. The information component of the course is designed to provide students with basic data on the backgrounds of minority groups, information on how minority groups have formed and evolved within the context of our culture, ideas on effective teaching strategies for working with disadvantaged children, and general knowledges about various aspects of culturally different children such as language development, socio-economic background, skill development, and home environment.

The information component was implemented by providing students with a series of lecture-demonstrations, required readings, films, and visiting lecturers. Specifically the textbook was: Ethnic Minority Groups: Knowing And Understanding The Culturally Different by Staten Webster which was required reading for all students.

A series of films (Children Without, They Can Do It, The Deprived Child, Jenny Is A Good Thing, and A Good Beginning) provided visual information on the social and economic conditions of deprived people, possible school settings for helping disadvantaged children learn more effectively, and information on intellectual development in advantaged and disadvantaged children.

A series of lecture-demonstrations provided students with information on the following topics: "Characteristics of Disadvantaged Children", "Appropriate Teacher Behaviors For Working With Disadvantaged Children", "Effective Classroom Structures", "Affective Learning Materials for Disadvantaged Children", "Developing Teacher-Learning Materials With Disadvantaged Children", and "Potential Units of Instruction Relevant To Culturally Different Children".

Finally, a series of guest speakers presented information and viewpoints on such items and topics as Head Start Programs, Teaching In The Inner-City, The Rural Poor, and Parents of the Deprived. Each speaker focused his attention on providing factual data first and then responding to questions the students asked.

In summary, the information component of this course of study (utilizing guest speakers, lecture-demonstration sequences, films, readings, and discussion) provided students with data on minority groups, effective teaching strategies for working with disadvantaged children, ideas and activities for classroom use, and possible classroom approaches for teaching culturally deprived children.

Practicum Component. The practicum component of the course was designed with the intent of bringing teacher education students into contact with children and adults of a divergent culture. The involvement of students with culturally different children would hopefully help them to relate information and values to the other aspects of the course.

Because of time and placement problems the practicum component of the course was organized around three options for the students. Each option is explained as follows; option one: the student will become involved with a disadvantaged child in a tutoring program conducted in cooperation with the Carbondale Public School Teachers; option two: the students will become involved with a family or community program especially oriented to the needs of the socio-economically deprived; and option three: the student will become involved with a foreign student or other persons who are from a different culture. Option three was allowed only after the possibilities for functioning within the first two options were exhausted. Whichever option the student chose he was required to spend at least ten hours over a contiguous period of time in the practicum situation.

The students, while involved in their practicum, were instructed to make notes on the following three observational questions: (1) What is the ecological environment of the child or adults with which you were involved? (2) What types of behavior patterns (verbal or non-verbal) did you observe in the children or adults with which you were working? (3) What kinds of interaction did you have with the children or adults with which you worked? The students then developed questions, ideas, and thoughts for sharing with other students during the seminar sessions.

In essence the practicum component of the course was arranged in such a way that teacher education students would come into contact with the ecological framework, behavior patterns and values of a cultural group different from their own.

Values Component. The values component of this course of study emerged out of the informational component and practicum component. As a part of the course requirements each student was asked to enact a personal value analysis and development project. This project was designed to involve the students in a personal look at their values in relationship to the values other groups of people enact in daily life.

Each student was to develop a written report on their value analysis activity. This report was to give some indication of the insights students gained on comparative values of divergent cultures and how one would, as a teacher, integrate a more human set of values so as to maximize the teacher-child relationship regardless of the cultural group the children belonged to.

Seminar Component. The seminar component of the course of study provided student dialogue on all matters relating to the other components of the course. Seminar sessions were held once a week. These sessions usually revolved around clarification discussions, exchanges on practicum experiences,

various individuals had the previous day or week, sharing of ideas, materials, and methodological approaches different individuals found helpful in their classroom and community situations.

The real value of the seminar component of the course was the emergence of peermanship or the development of a common ethos among the teacher education students. Students recognized that they were not alone in the problems and frustrations they were confronting in their practicum experiences with deprived children. Then to they began to gain workable ideas, points of clarification, and 'psychological' support through peer group interaction.

Summary. The course of study entitled: Teaching the Disadvantaged Child contained four component parts which attempted to provide teacher education students with information on the characteristics of minority group children, ideas on effective classroom and methodological procedures for working with disadvantaged children, some practical involvement with children or adults from a divergent cultural context, an opportunity to examine their personal value styles as related to the teaching act, and the chance to discuss the problems, prospects, and procedures they utilized with their peers in a seminar setting.

III. METHODOLOGY AND DESIGN. The setting, population, evaluative methods and design of the study are described and explained in this section of the paper.

This study took place at Southern Illinois University, Carbondale, Illinois during the 1971-1972 academic school year. Specifically the students involved in the study were tested before and after the summer quarter of the academic year. Thirty six undergraduate students enrolled in the teacher education program were involved in the course of study dealing with teaching disadvantaged children. Thirty eight students enrolled in undergraduate teacher education programs but not enrolled in the course of study on teaching the disadvantaged child nor enrolled in any other courses which would have exposed them to such content were selected for a modified control group.

These students involved in control and treatment groups were college juniors and seniors already admitted into the teacher education program. Precautions were taken to insure that the control group was indeed a group of people not previously instructed on the multiple facets involved in teaching disadvantaged children. An inventory form was administered the first day of class and those students who did have previous contact with such courses of study or experiences of a similar nature were eliminated from the control group. The same procedure was followed with the treatment group.

Limitations of the Study. This study was limited to the students involved in the course of study, the specific program designed and implemented and to the types of information provided by the evaluations used in the study.

Evaluation Instruments. Three evaluation devices were utilized in the study to assess the effect of the course of study on teaching disadvantaged children on the students perspectives toward and knowledges about minority group children.

In assessing the knowledges or information the students had about disadvantaged groups before and after their involvement in the program treatment the Knowledges About Disadvantaged Groups test instrument was used. The KADC was developed specifically for this study by Kevin Swick.

This knowledge assessment inventory instrument was designed to gain some perspectives on what the students actually know about various minority groups in America, what information they have on the basic characteristics of children from minority groups, and what they know about effective teaching strategies for relating to culturally different children.[29]

In assessing the subjects' ethnic-racial perspectives the Multi-Factor Racial Attitude Inventory was utilized in pre and post test settings.

The MRAI is composed of thirteen sub-scales, twelve of which are undisguised measures of different aspects of attitudes toward Negroes: Integration-Segregation Policy, Acceptance in Close Personal Relationships, Negro Inferiority, Ease in Interracial Contacts, Derogatory Beliefs, Local Autonomy, Private Rights, Acceptance in Status-Superior Relationships, Gradualism, Interracial Marriage, Approaches to Negro Progress, and Negro Militance. The thirteenth sub-scale, Negro Superiority, is included as a potential measure of the tendency to appear falsely equalitarian.[30] The MRAI was selected as a most effective inventory instrument in assessing the subjects multiple ethnic-racial perspectives.

In order to gain some individual feedback from the students involved in the program treatment, an Interview Assessment Form was developed by the researcher. This form asked the students to report on three facets of their involvement in the course. The interview format asked the students to report on the amount of reading they did which was related to minority groups or teaching culturally different children. They were also asked to describe the practicum experiences with disadvantaged children and to assess the value of their practicum experience. Finally each student was asked to evaluate the course of study in terms of its value to them as preparation for teaching.

Thus three evaluation instruments were utilized in assessing the impact of the course of study entitled: Teaching the Disadvantaged Child on the teacher education students. The Knowledges About Disadvantaged Groups (KADC) instrument provided some feedback on knowledges gained by the students during the course of study, while the Multi-Racial Attitude Inventory (MRAI) provided feedback on dimensional attitude and perceptual changes. Finally an Interview Assessment Form (IAF) was administered to gain subjective assessment of the course value from the students.

Design of the Study. This study was designed in such a way that a multiple analysis of the effect of the course of study dealing with teaching the disadvantaged child could be conducted. Necessarily much of the data gathered is of a descriptive nature; yet measurement of cognitive and affective growth on the part of the teacher education students was also included in the design and measurement devices were carefully selected and/or developed to gain some idea of the type and amount of growth that might possibly take place as a result of the experience in this course of study.

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[29]Kevin Swick, Knowledges About Disadvantaged Groups (Carbondale, Illinois: Southern Illinois University, 1971), pp. 1-8.

[30]Test Manual For The Multifactor Racial Attitude Inventory, Form C-8, (Boulder, Col.: Institute of Behavioral Sciences, Univ. Of Col.,1970), pp. 1-2.

Summary. This section of the report has included a description of the methodology, design, and evaluation procedures utilized in conducting the study. In addition the setting of the study, population involved in the study, and other narrative information have been included in this section of the paper.

Findings of the Study

Introduction. This section of the paper reports on the findings of this study. The test results of both the KADG and the MRAI for treatment and non-treatment groups are reported here as well as the information gained from the Interview Assessment Form. The data is also examined for significant trends as related to the originally stated objectives of this study.

The KADG test instrument provided evaluative information on student knowledge gains about minority groups, characteristics of disadvantaged children, and teaching strategies for effectively teaching disadvantaged children. The total composite group test scores are presented in Table 1.

Table 1.*

Group Mean Scores On The KADG:
For Treatment and Non-Treatment Groups

GROUP	N	PRE-TREATMENT SCORES	POST-TREATMENT SCORES
Treatment	36	40	61
Non-Treatment	38	41	43

An analysis of the data presented in Table 1 indicates that indeed both the treatment and non-treatment groups did have some knowledges about disadvantaged and minority group children. However, the treatment group did show significant growth (21 percent gain in correct responses on the KADG post treatment test) in general knowledges gained after being involved in the program treatment. Significantly the non-treatment group did not show such extensive gains (Only 2 percentage points gain on the KADG post treatment test).

When the sectional scores of the KADG test results are examined a more functional picture evolves on the actual knowledges the teacher education students held. Table 2 presents the sectional results on knowledges students held and/or gained on "minority group cultural styles . Table 3 presents the sectional results on the knowledges students held and/or gained on "Characteristics of disadvantaged children". And Table 4 presents the sectional results on knowledges students held and/or gained on "effective teaching behaviors for the disadvantaged child".

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* Mean percentages correct are reported. A total of fifty-seven items were on the KADG Test. Each sub-section of the KADG Test contained nineteen items.

Table 2.*

Group Mean Scores On The KADC
Knowledges About Minority Group Cultures
For Treatment and Non-Treatment Groups.

GROUP	N	PRE-TREATMENT SCORES	POST-TREATMENT SCORES
Treatment	36	20	23
Non-Treatment	38	21	22

The data presented in Table 2 indicates that a major weakness in the students was and is a lack of information on minority group cultural styles. Very little growth took place in either treatment or non-treatment groups. This finding would correspond with the findings of most other studies; especially the studies reviewed in this paper.

Table 3.**
Group Mean Scores On The KADC:
Knowledges About Characteristics of Disadvantaged Children
For Treatment and Non-Treatment Groups

GROUP	N	PRE-TREATMENT SCORES	POST-TREATMENT SCORES
Treatment	36	55	66
Non-Treatment	38	49	50

The data presented in Table 3 indicates the students did have considerable knowledges about various characteristics of disadvantaged children and that the treatment groups showed significant gains on knowledges about disadvantaged children (11 points gained on KADC post test).

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*Mean percentages correct are reported. Nineteen test items were contained in the section of the KADC test dealing with "Minority Group Cultural Styles". The items were randomized throughout the test.

**Mean percentages correct are reported. Nineteen test items were contained in the section of the KADC Test dealing with "Characteristics of Disadvantaged Children". The items were randomized throughout the test.

Table 4.*

Group Mean Scores On The KADG:
Knowledges About Effective Teaching Behaviors
For Treatment and Non-Treatment Groups

GROUP	N	PRE-TREATMENT SCORES	POST-TREATMENT SCORES
Treatment	36	45	94
Non-Treatment	38	53	57

The data presented in Table 4 indicates that treatment and non-treatment groups did hold considerable knowledges about effective teacher behaviors for working with disadvantaged children; and the treatment group (as indicated by the very high post treatment scores) made considerable gains in information about developing effective teaching behaviors for working with disadvantaged and minority group children. (49 percentage point gain was recorded for the treatment group on the post test.)

Assessment of KADG Test Results. Several important points emerge from an analysis of the KADG test results.

(1) The overall test results indicate that our teacher education students did have some basic knowledges about minority and disadvantaged groups.

(2) The overall post test mean scores also give strong indications that courses of study dealing with teaching the disadvantaged child can have the effect of increasing the knowledge level of teacher education students about minority groups (in this case a twenty one percent mean gain was recorded for the treatment group; while the non-treatment group only showed a two percent gain).

(3) A sectional analysis of the test data showed the teacher education students knew very little about the actual life and cultural styles of minority groups and made little knowledge gains on this section of the test.

(4) An analysis of the data on that section of the test dealing with "Characteristics of disadvantaged children revealed the teacher education students were fairly knowledgeable about such characteristics and that the treatment group did increase their knowledges about basic characteristics of disadvantaged children.

(5) The largest percentage gains for the treatment group were recorded on the section of the KADG test dealing with "Knowledges About Effective Teaching Behaviors for Working With Disadvantaged Children". (A 49 percentage point gain was recorded for the treatment group on the post treatment test).

*Mean percentage correct are reported. Nineteen items dealing with the "Effective Teaching Behaviors" section of the test were item analyzed.

This is not surprising as many of the issues, questions, practicum experiences, seminars, and information sessions were oriented to what behaviors (methods, processes, materials, attitudes, and outcomes) were most effective in helping disadvantaged children learn in humanistic and functional ways.

(6) An analysis of the data also indicated that the non-treatment group did not show any significant knowledge gains on their post test; thus seemingly a specific course on teaching disadvantaged children can have (in this case did have) a postive effect in increasing teacher education students' knowledges about disadvantaged groups.

The second dimension of this study concerned itself with the attitudinal stances the teacher education students held toward minority group people; and whether the course of study dealing with teaching disadvantaged children could positively effect improved racial attitudes in the teacher education students. The Multi-Racial Attitude Inventory (MRAI) was selected as a device for measuring the racial attitude stances of the students because it provides a multi-dimensional picture on racial opinions and attitudes.

The pre and post test MRAI mean percentage scores for the treatment group are reported in Table 5.

Table 5.

Group Mean Percentage Scores:
On The MRAI For Treatment Group.

MRAI FACTOR ITEM	PRE-TEST	POST-TEST
1. Belief In Integration	93	98
2. Belief In Immediate Desegregation	10	22
3. Belief In Federal Control of Desegregation	45	49
4. Belief In Private Right To Refuse Service	37	60
5. Belief In Negro Equality	70	73
6. Belief In Acceptance of Status Superiors	69	88
7. Belief In Social Interaction With Negroes	90	100
8. Belief In Intellectual Ability of Negroes	74	83
9. Belief in Interracial Dating and Eating	80	94
10. Belief In Improved Discrimination Laws	30	33
11. Belief in Interracial Marriage	25	36
12. Belief In Value of Peaceful Protest	41	53

An analysis of the data presented in Table 5 indicates that on the pre-test these teacher education students (involved in the treatment program) held strong beliefs in favor of integration yet were (as a group) opposed to immediate desegregation of schools and other social institutions. The test data also indicates these teacher education students were unsure of a committment to equal rights for Negroes with regards to public services, and were unsure who should hold control over the desegregation process. Yet the test scores indicates the students were in favor of "negro superiors" in formal work situations, believed in negro equality, and were open to socializing with negroes in public places. Yet the same group of students were opposed to inter-

racial marriages, and not sure of the need for more laws to prevent discrimination for Negroes.

The post test data revealed the only changes in attitudes took place in Factor Item 11, Factor Item 12, and Factor Item 8. Thus some improvement in the racial attitudes of these teacher education students did appear to take place; especially in the areas of acceptance of interracial marriage, belief in Negro intellectual abilities, and belief in the value of peaceful protest by Negroes when unjust situations existed in the society. Although the changes recorded were small they do give indications of attitude change or at least of attitude questioning on the part of the students involved in the program treatment.

The pre and post test MRAI mean percentage scores for the non-treatment group are reported in Table 6.

Table 6.

Group Mean Percentage Scores:
On The MRAI For Non-Treatment Group.

MRAI FACTOR ITEM	PRE-TEST	POST-TEST
1. Belief In Integration	100	100
2. Belief In Immediate Desegregation	12	17
3. Belief In Federal Control of Desegregation	49	54
4. Belief In Private Right To Refuse Service	28	38
5. Belief In Negro Equality	83	87
6. Belief In Acceptance of Status Superiors	89	91
7. Belief In Interracial Social Situations	95	100
8. Belief In Intellectual Ability of Negroes	69	79
9. Belief In Interracial Dating and Eating	65	73
10. Belief In Improved Discrimination Laws	14	20
11. Belief In Interracial Marriage	20	15
12. Belief In The Value Of Peaceful Protest	51	52

An analysis of the data in Table 6 indicates that except for one category the non-treatment group recorded similar responses on the MRAI as the treatment group. Yet, the category of differential responses between the two groups is the most significant category on the test in relationship to the formation of racial attitudes. The most intimate and emotionally charged racial issue in our society is that of interracial marriage. It was on this issue that the treatment group made significant shifts toward improved perspectives of black people; while the non-treatment group showed no such shift in attitude on this dimension of the inventory.

Assessment of MRAI Test Results. In assessing the MRAI test results for both treatment and non-treatment groups, two important findings emerge as significant in relationship to the racial attitudes held by these teacher education students.

(1) Both the treatment and non-treatment group involved in this study showed a strong belief in the value of integration, but preferred the pace of gradualism as opposed to immediate all at once action; they also gave strong indications of accepting Negroes in formal work situations, less formal social situations, and were undecisive and confused on who should make desegregation decisions or whether private businessmen had the right to refuse service to a Negro.

(2) The treatment group gave small but significant indications of becoming more open to deeply emotional racial issues such as interracial marriages and negro demonstrations. The non-treatment group gave no such indications of attitudinal change on these issues.

These inventory results (although certainly exploratory and representative of a small population) do give an indication that courses of study dealing with teaching disadvantaged children can begin to effect improved racial attitudes in teacher education students. Undoubtedly, what is needed is a long term continuous educational input on teaching minority group children to effect lasting changes in racial attitudes; yet, beginnings can be made in such courses of study if the data found in this study is any indication of initial attitude change.

A third component of evaluating the effect of the course of study on teaching disadvantaged children was the administering of a post-treatment Interview Assessment Form. This assessment form asked the subject (those involved in the treatment group) to quantify the number of hours they spent in contact experiences with minority group children or adults; to describe their practicum experiences with disadvantaged children; to quantify the number of readings (articles and books) completed during the course and qualitatively assess their experience in this course of study.

The data gathered from these interview forms is presented for descriptive purposes in the following tables. The data in the tables will give the reader an indication of the types of practicum experiences the students were involved in, the value of the course of study from the students' perspectives, and the types of reading material the students read.

Table 7.

Mean Number of Hours Spent in Practicum Contact With Disadvantaged Groups

Type of Practicum Experience	Contact Hours
Community Organizations	11
Public School Classrooms	5
Tutoring Experiences	14
Family Involvement Experiences	6
Foreign Student Experiences	9
Nursing Home Experiences	11
Children's Home Situations	8
Total Mean Number of Hours In Practicum Situations	9

An examination of Table 7 gives an overview of the different types of practicum experiences the subjects had with culturally different and socio-economically deprived groups of people. The most frequent practicum experience that subjects involved themselves in were the individual tutoring arrangements. (Probably because this is often most easily arranged). The public school classroom was utilized the least as a practicum setting for coming into contact with disadvantaged children. (This was the case because most of the area schools are saturated with aides and student teachers; only those students involved in the junior block program had an opportunity to utilize the classroom as a practicum setting.

The subjects were also asked to assess the value of their practicum experiences with disadvantaged children in terms of its relevance to equip them to work with disadvantaged children and adults. The subjects did this by writing an essay on their practicum experience. These essays were then frequency tabulated for the most often utilized value explanations. The frequency checks are presented in Table 8.

Table 8

The Value of Practicum Experiences With Disadvantaged Groups As Recorded By Treatment Group Subjects

Value Statement	Mean Frequency Recording
Realistic Perspectives of Problems of the Poor	33
Awareness of Functional Teaching Approaches	30
New Insights Into Culturally Different Groups	19
New Recognition of Importance of Self Concept	19

As the data in Table 8 indicates the subjects most frequently mentioned four areas of value (in relation to their practicum experiences). These areas were: realism of the problems disadvantaged children confront, new teaching approaches for relating to disadvantaged children, fresh insights into the life of culturally different children, and recognition of the importance of self concept in the learning process.

These qualitative statements reflect the judgments made by the subjects on the value of the practicum experiences they had with disadvantaged children and/or adults.

Other information gained from the Interview Assessment Form (IAF) was the number of readings each student completed during the course of study and an overall evaluation of the value of such courses of study. The mean number of readings reported by the subjects is summarized in Table 9.

Table 9.

Mean Number of Materials Read on the Disadvantaged Child By The Treatment Group

Type of Reading	Mean Number of Materials Read
Articles On The Disadvantaged Child	12
Books On The Disadvantaged Child	6

The subjects also assessed the value of the course of study in terms of their preparation for teaching. These informal evaluations reflected a realism of the problems presented to the subjects during the course. The responses of the students pointed toward the value of becoming more knowledgeable about things that characterize the socio-economically deprived child; experiencing real life contact with culturally different children and adults, and gaining information on effective teaching behaviors for implementing more functional instructional settings with disadvantaged children.

Summary. This section of the paper has presented the pre and post test data (for both treatment and non-treatment groups) and also the interview format feedback which was administered to the subjects in a post project manner.

The main findings of this study, based upon an analysis of the data presented in this section of the paper, are outlined and described as follows:

(1) Subjects in both the treatment and non-treatment groups held some general knowledges about disadvantaged and minority groups before the treatment program was implemented. The treatment group showed significant gains in increasing their knowledges about disadvantaged groups after involvement in the program treatment; the most significant gains being recorded in the category dealing with "Effective Teacher Behaviors For Teaching Disadvantaged Children". The non-treatment group showed no increases on knowledges about disadvantaged groups; thus, the course of study did have an effect on increasing "knowledges about disadvantaged groups" in the treatment group.

(2) Subjects in both the treatment and non-treatment groups recorded similar attitude stances on the racial attitude inventory with the exception of one category: acceptance of interracial marriage.

The scores on the pre and post test MRAI forms indicated that both treatment and non-treatment group subjects were in agreement that integration of the races is a valuable goal and will benefit both blacks and whites but were, at the same time, in favor of a gradualistic approach rather than an all-at-once approach to integrating the races.

In the same respects the subjects expressed the belief that in work situations they would not mind taking directions from a Negro superior; that in informal situations they would not mind introducing a Negro friend to a white neighbor; but were less confident in eating with a Negro of the opposite sex in a public place.

The subjects expressed wide differences of opinion on who (local or federal governments) should control the desegregation process and on whether private firms had the right to refuse Negroes service. These divergent responses are representative of the general mixed and confused "feelings" the subjects (and indeed the general white population) have about the issues involved in racism and individual freedom.

The one category where the treatment group showed decisive positive improvement in perspective were related to acceptance of interracial marriage. Thus some initial movement (although small and on only one of twelve dimensions) toward improved racial perspectives was recorded for the treatment group. This initial movement toward a more tolerant and human racial perspective of the treatment group gives some indication of the value of long term projects which may aid people in changing their more deeply held racial beliefs.

(3) The informal interview feedback device (which was administered only in a post treatment fashion to the treatment group) provided some further insights on the value of this course of study. The subjects reported spending an average of nine hours of practicum experiences with disadvantaged children and/or culturally different children and/or culturally different children and adults. The subjects also reported reading (on the average) eighteen research articles related to teaching disadvantaged children.

In a value oriented essay the subjects reported that they gained a more realistic, functional, insightful and applicable teaching approach with disadvantaged children as a result of their involvement in the course of study.

In summary, an analysis of the data presented in this section of the paper indicates the course of study did have a threefold effect on the subjects involved: (1) increased knowledge levels on the KADG gave indications of increased information about disadvantaged groups, (2) small but significant attitude shifts were recorded on one dimension of the MRAI thus signaling some initial positive changes in the racial attitudes of the teacher education students, and (3) self inventory report forms give evidence of extensive reading and practicum involvement of the subjects. On these same report forms the subjects expressed in a very positive perspective that the course of study dealing with teaching the disadvantaged child did help them to gain a more realistic and functional view of teaching disadvantaged children and the necessary information and skills for implementing an effective teaching--instruction design in the classroom.

, Summary and Conclusions. This section of the paper contains a description of the process of the study, an overview of the original objectives of this study, a summation of the basic findings of the study

in relationship to the original research objectives, and some emergent conclusions based upon an analysis of the data presented in Section IV of this paper.

Process Description. The process of this study was organized so that the problem of teacher attitudes toward minority group children was explained and the significant research studies already completed on teachers' racial attitudes and knowledges was reviewed.

As an extension of the completed research in this field, the objectives of this study were then clearly stated, the program treatment concisely (but in sufficient detail) described, the evaluation tools to be utilized in the study explained, the findings of the study presented in an analytical fashion, and conclusions and recommendations for further research and implementation presented for consideration.

Overview of Objectives. The two main objectives of this study were: to evaluate the effectiveness of the course of study (Teaching The Disadvantaged Child) in positively altering the perceptual and cognitive sets of teacher education students toward relating to disadvantaged children in urban and rural elementary schools; and (2) to develop, as a result of this in-depth evaluation, some concrete and behaviorally oriented guidelines for improving the course of study and other related curricula relevant for the training of teachers for culturally different children.

Other sub-objectives of this study dealt with describing the present state of attitudes and knowledges our teacher education students held about disadvantaged and minority groups and to examine the attitudes of minority group teacher education students who plan to teach in their own sub-cultural setting.

Findings of the Study. The findings of the study do provide some initial answers to the important questions raised in the originally designed study goals.

Indeed the course-program-treatment did have an effect in significantly increasing the teacher education students' knowledges about disadvantaged groups, especially in the area of "effective teaching behaviors for relating to disadvantaged and minority group children". (KADG Test Results: Section IV of this paper.)

The course program treatment also had an effect (although small) in positively improving the racial attitudes of the teacher education students toward minority groups. (MRAI Test Results: Section IV of this paper).

Thus objective one of this study can partially be answered in the positive: the course of study had an effect in improving the perceptual and cognitive stances of the teacher education students toward minority group children. Certainly further involvement of the subjects in situations where they can extend and enhance their knowledges and attitudes (and classroom teaching styles) toward disadvantaged children is needed if these initial gains are to be maximized in the future.

Another original objective was to examine the urban-rural background influences on teacher education students racial perspectives. A manual check comparing test scores of urban and rural students revealed there were no significant differences in a subjects' responses whether his life

background was urban or rural oriented.

As to the present status of teacher education students' perceptual cognitive stances toward disadvantaged children, the pre-test data indicated they were only slightly above national norms. (This comparison is based on the Allen study reviewed in Section II of this paper). In essence the teacher education students studied held good surfac attitudes but in the concrete they (as most all people in our society and the world) revealed some subtle racial prejudices. However, the subjects in the treatment group revealed on post test data improved perceptions and increased knowledges about disadvantaged children.

The final objective of this study was to develop guidelines for improving the course of study and other related curriculum offerings relevant to the training of teachers for culturally different children. This objective is carried out in the final section of this paper: Recommendations For Further Study and Implementation.

Conclusions. In summary, from an analysis of the data presented in this paper, the following conclusions are in order:

(1) Teacher education students (involved in this study) do hold many of the same ethnic-racial stereotypes held by the general white population.

(2) Specially designed preservice courses of study dealing with teaching disadvantaged children can provide student gains in information about minority groups, increase knowledges about effective teacher behaviors for relating to disadvantaged children, and initiate racial attitude changes among the students involved.

Further it can be concluded that the efforts initiated in such courses to improve teacher education students cognitive-perceptual stances toward disadvantaged children must be extended in related pre-service training and expanded during the professional life of the individual during his in-service years.

Recommendations. Three types of recommendations, derivative from the findings of this study, are put forth in this section of this paper. Specific guidelines for improving the racial attitudes of teacher education students are put forth. Some general recommendations for improving the "social learning climate" of teacher education students are recommended; and finally, direction and plans for future study of this problem(s) are explained.

Specific recommendations. There are four basic recommendations for educational researchers and implementors to consider in the effort to improve the racial attitudes and knowledges of teacher education students. These recommendations are put forth as follows (and are based upon an analysis of the data presented in this paper and previous research on racial attitudes of teachers and other professional people).

(1) That "infant school centers", day care centers, "early school centers", "elementary schools", junior schools", and "high schools" give more attention to the education of all children toward improved racial attitudes. It is absurd to wait until an individual is in teaching training to deal with is "cognitive-perceptual stance" toward racial

and minority groups. Indeed research shows that attitudes are formed early in life and that racial prejudices become internalized in the early school years and are extremely difficult to change later in life.

(2) That the liberal arts or "general studies" aspect of teacher education students' college preparation be more oriented to "relevant" social problems and concerns; especially in regards to racial and ethnic-minority group information. Again it is absurd to expect teacher training institutions to change racial attitudes during the junior and senior collegiate years without prior preparation for such efforts. It can be recommended that students receive course work related to the racial background of students they will be expected to teach (courses in sociology of minority groups, and history of minority groups, and social problems should focus in on this area of concern).

(3) That teacher education institutions should develop specially designed courses of study dealing with teaching disadvantaged and minority group children; arrange for contact experiences of students with disadvantaged students; provide materials and methods for students to utilize in teaching disadvantaged children; and give very high priority to training teachers for working with disadvantaged children.

(4) That public schools should develop (in cooperation with local or regional universities) in-service programs to continue the education of their teachers on racial attitudes and knowledges. Such programs should give high priority to extending the pre-service education the teachers had.

General Recommendations. Two general recommendations can be made, based upon an analysis of the data presented in this paper. Actually the two general recommendations put forth in this section of the paper can be suggested as societal ways of improving racial attitudes of the total population.

(1) That universities and colleges (and other institutions in the society) develop voluntary but available means of bringing white and black people together in open, conducive, and tolerant environments. Portal dormitories is one possibility that could bring about more thorough relating and responding between the races. What is sadly needed is an environment which promotes scholarly and yet humane dialogue among the races. Most universities have not produced such an environment. Until such portal racial environments are developed the efforts of teacher education institutions to improve the cognitive-perceptual stances of their students will simply be stop-gap measures.

(2) That college and universities (and other institutions in the society) reward efforts of people who are attempting to improve the racial attitudes of students in general and especially those who will be working with the future of our society. There is a definitive lack of such rewarding. A psychological support system is needed if we are to continue our efforts to make the democratic prospect workable. Salary raises, plaques, and other such ritual medals must begin to go to those willing to work toward this goal; otherwise, the ranks of committed individuals will dwindle.

Plans for Future Study. As a result of this study the author has developed plans for future study. This study will include a look at what is being done in in-service education of teachers related to becoming more competent in relating to disadvantaged children. In addition the researcher hopes to develop some guidelines for public schools to use in improving the racial climate of their schools and to develop some guidelines for helping teachers in their task of helping young children become more tolerant of people regardless of race or creed.